

BERKELEY INTERMEDIATE

777 Stoney Landing Road
Moncks Corner, SC 29461

GRADES 3-5 Elementary School

ENROLLMENT 754 Students

PRINCIPAL Madelin J. Gibson-Guy 843-899-8870

SUPERINTENDENT Dr. J. Chester Floyd 843-899-8600

BOARD CHAIR Harriett Dangerfield 843-899-8602

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
6	49	45	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

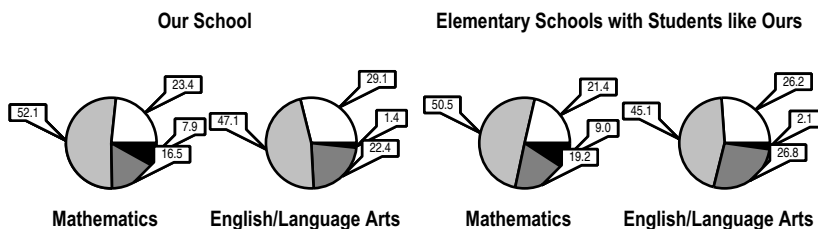
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Below Average	N/A
2003	Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	42	230	100
Percent satisfied with learning environment	82.9%	85.2%	84.7%
Percent satisfied with social and physical environment	87.2%	90.7%	77.3%
Percent satisfied with home-school relations	61.0%	88.1%	86.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	763	99.6	29.1	47.1	22.4	1.4	23.8	17.6
Gender								
Male	377	99.5	37.9	40.8	21.1	0.3	21.4	17.6
Female	386	99.7	20.6	53.2	23.7	2.5	26.2	17.6
Racial/Ethnic Group								
White	408	99.5	19.5	48.5	29.6	2.4	32.0	17.6
African-American	330	100.0	39.0	46.4	14.3	0.3	14.6	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	20	95.0	75.0	18.8	6.3	N/A	6.3	17.6
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	648	99.8	23.5	49.7	25.3	1.5	26.8	17.6
Disabled	115	98.3	59.6	33.0	6.4	0.9	7.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	763	99.6	29.1	47.2	22.3	1.4	23.7	17.6
English Proficiency								
Limited English proficient	15	93.3	92.3	7.7	N/A	N/A	N/A	17.6
Non-limited English proficient	748	99.7	27.9	47.8	22.8	1.4	24.3	17.6
Socio-Economic Status								
Subsidized meals	484	99.6	37.2	48.6	13.5	0.7	14.2	17.6
Full-pay meals	279	99.6	16.0	44.6	36.8	2.6	39.4	17.6

Mathematics								
All students	763	100.0	23.4	52.1	16.5	7.9	24.4	15.5
Gender								
Male	377	100.0	25.6	54.6	11.2	8.6	19.8	15.5
Female	386	100.0	21.4	49.7	21.7	7.2	28.9	15.5
Racial/Ethnic Group								
White	408	100.0	13.8	53.3	20.4	12.5	32.9	15.5
African-American	330	100.0	32.5	53.2	11.7	2.6	14.3	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	20	100.0	76.5	17.6	5.9	N/A	5.9	15.5
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	648	100.0	17.9	54.5	18.7	8.9	27.6	15.5
Disabled	115	100.0	53.6	39.1	4.5	2.7	7.3	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	763	100.0	23.5	52.1	16.5	7.9	24.5	15.5
English Proficiency								
Limited English proficient	15	100.0	100.0	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	748	100.0	21.9	53.2	16.9	8.1	24.9	15.5
Socio-Economic Status								
Subsidized meals	484	100.0	32.2	51.1	12.3	4.3	16.7	15.5
Full-pay meals	279	100.0	9.3	53.7	23.3	13.7	37.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	219	N/A	25.9	39.4	33.3	1.4	34.7
	Grade 4	236	N/A	23.8	51.5	23.4	1.3	24.7
	Grade 5	250	N/A	31.2	54.3	13.8	0.8	14.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	256	99.6	29.6	40.4	28.8	1.3	30.0
	Grade 4	241	99.6	21.5	51.1	26.0	1.3	27.4
	Grade 5	266	99.6	35.5	50.0	12.8	1.7	14.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	219	N/A	33.3	46.3	13.4	6.9	20.4
	Grade 4	236	N/A	23.8	41.3	20.0	14.9	34.9
	Grade 5	250	N/A	39.3	38.5	13.0	9.3	22.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	256	100.0	24.9	53.5	17.8	3.7	21.6
	Grade 4	241	100.0	17.9	46.9	18.8	16.5	35.3
	Grade 5	266	100.0	27.2	55.6	13.2	4.1	17.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 754)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.0%	Up from 1.7%	2.7%	2.4%
Attendance rate	96.2%	Down from 97.1%	95.7%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	12.7%	Down from 15.1%	12.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.1%	Up from 7.1%	8.5%	8.0%
Older than usual for grade	1.9%	Down from 2.4%	1.1%	1.1%
Suspended or expelled	0.1%	Down from 0.8%	0.0%	0.0%

Teachers (n= 42)				
Teachers with advanced degrees	42.9%	Up from 40.0%	46.7%	50.0%
Continuing contract teachers	88.1%	Up from 82.2%	86.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	79.4%	Up from 79.3%	87.3%	86.2%
Teacher attendance rate	94.8%	Up from 94.1%	95.2%	95.3%
Average teacher salary	\$37,751	Up 1.8%	\$39,322	\$39,909
Prof. development days/teacher	11.4 days	Down from 12.2 days	11.6 days	11.4 days

School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio	23.6 to 1	Up from 23.2 to 1	18.6 to 1	18.9 to 1
Prime instructional time	89.8%	No change	89.3%	89.7%
Dollars spent per pupil*	\$5,487	Up 44.9%	\$5,718	\$5,892
Percent spent on teacher salaries*	58.0%	Down from 67.0%	66.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.1%	Down from 98.9%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Berkeley Intermediate School is a public, community, elementary school built in 1995 serving 762 students in grades 3, 4, and 5. Berkeley Intermediate is an Accelerated School that embraces the philosophy of teaching each child as if he is gifted. Our school incorporates parents, staff, and the community in its decision-making process. The student population is comprised of 57% White, 42% Black, and 1% other ethnic groups. The school qualifies for Title I based on 64.8% of the students being eligible for free and reduced lunch.

Students performing below grade level are identified each year, and an Academic Assistance Plan is created by teachers and parents together to improve achievement in language arts and/or math. The school provides computer-assisted instruction and after-school tutoring in math and reading to students identified as needing additional interventions for improvement. SOAR to Success reading strategies are incorporated in instruction to improve reading comprehension; 6 + 1 Writing and the Cunningham 4-Block Literacy Model to improve English/Language arts; and, Every Day Math, Terrific Six, Problem Solver, and Shape Bait improve math skills.

The school has implemented its school improvement goals through the school-wide accelerated reading program, Math Buddy Program, sponsored by business partners Santee Cooper and Berkeley Electric Cooperative, swimming classes at the YMCA, PACT preparation classes for parents, math weekly project, math and reading nights for the family, service learning projects, community and parent volunteers, School-to-Work activities, career day, science lab classes and strings orchestra classes. Star reading and math assessments provide teachers feedback at the end of each nine weeks to plan for remediation and/or acceleration of student learning in language arts and math.

Test scores indicate that all grade level made improvements in English/language arts and math. Even though our students continue to improve, 27% are below basic in English/language arts and 32% are below basic in math. The School Advisory Board, parents, and staff recognize the need for continued improvement. More emphasis is needed with problem solving, higher order thinking skills in math, and writing strategies.

Madelin J. Gibson-Guy, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.